

LYNN UNIVERSITY

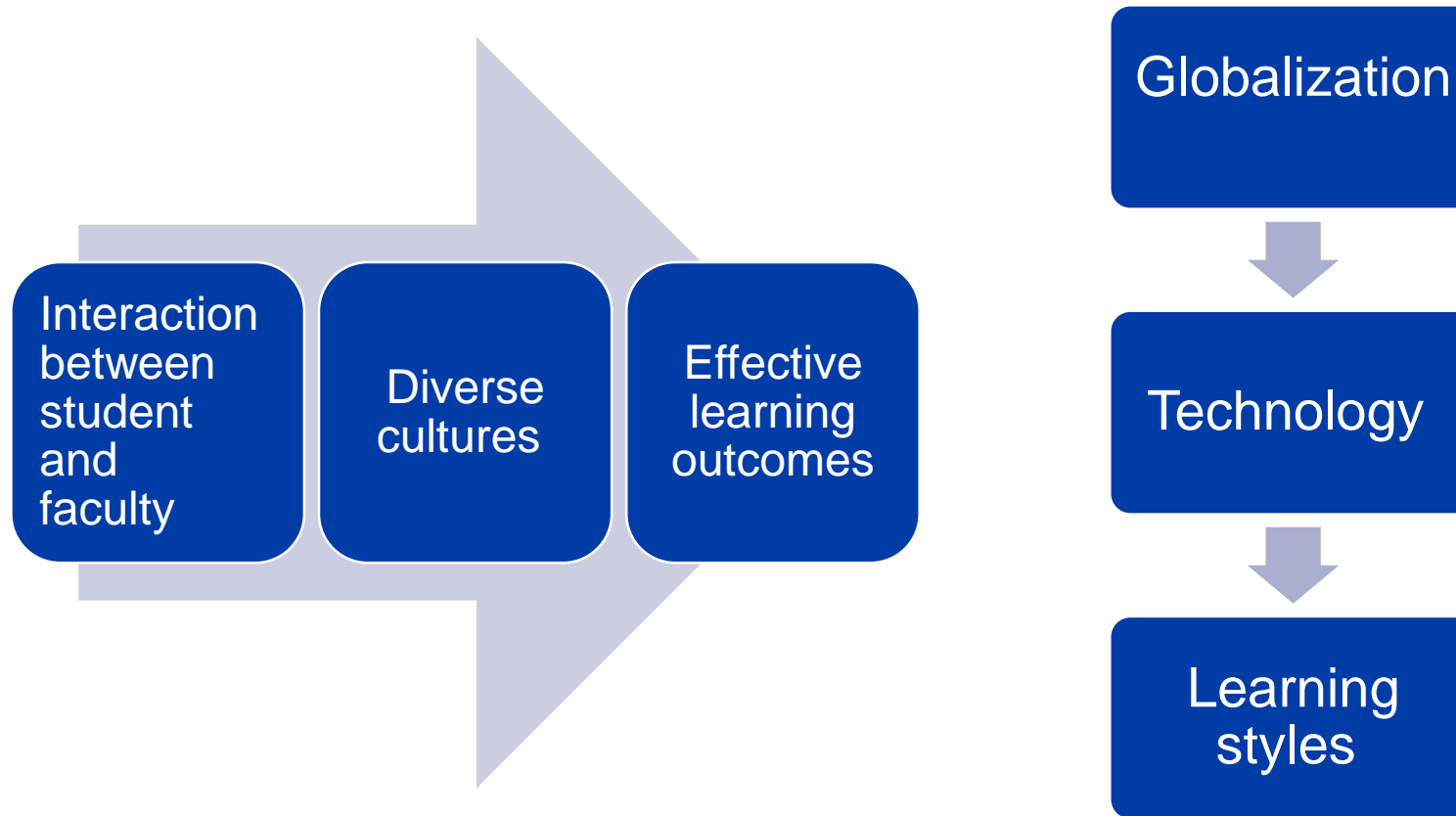
Dr. Harika Rao
College of Business and Management

LCPA Conference Summer 2020

Minimizing the cultural influences on learning outcomes in higher education through interventional tools of student profiling and gamification

Research Proposal

Purpose

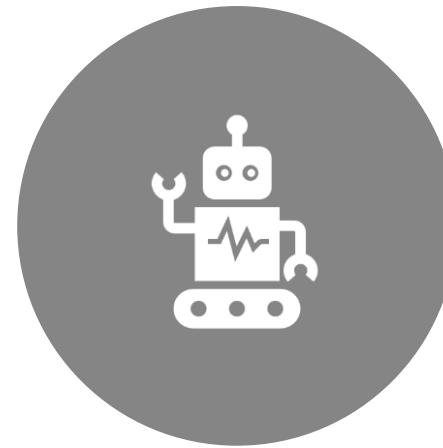




Research proposes – Student Profiling

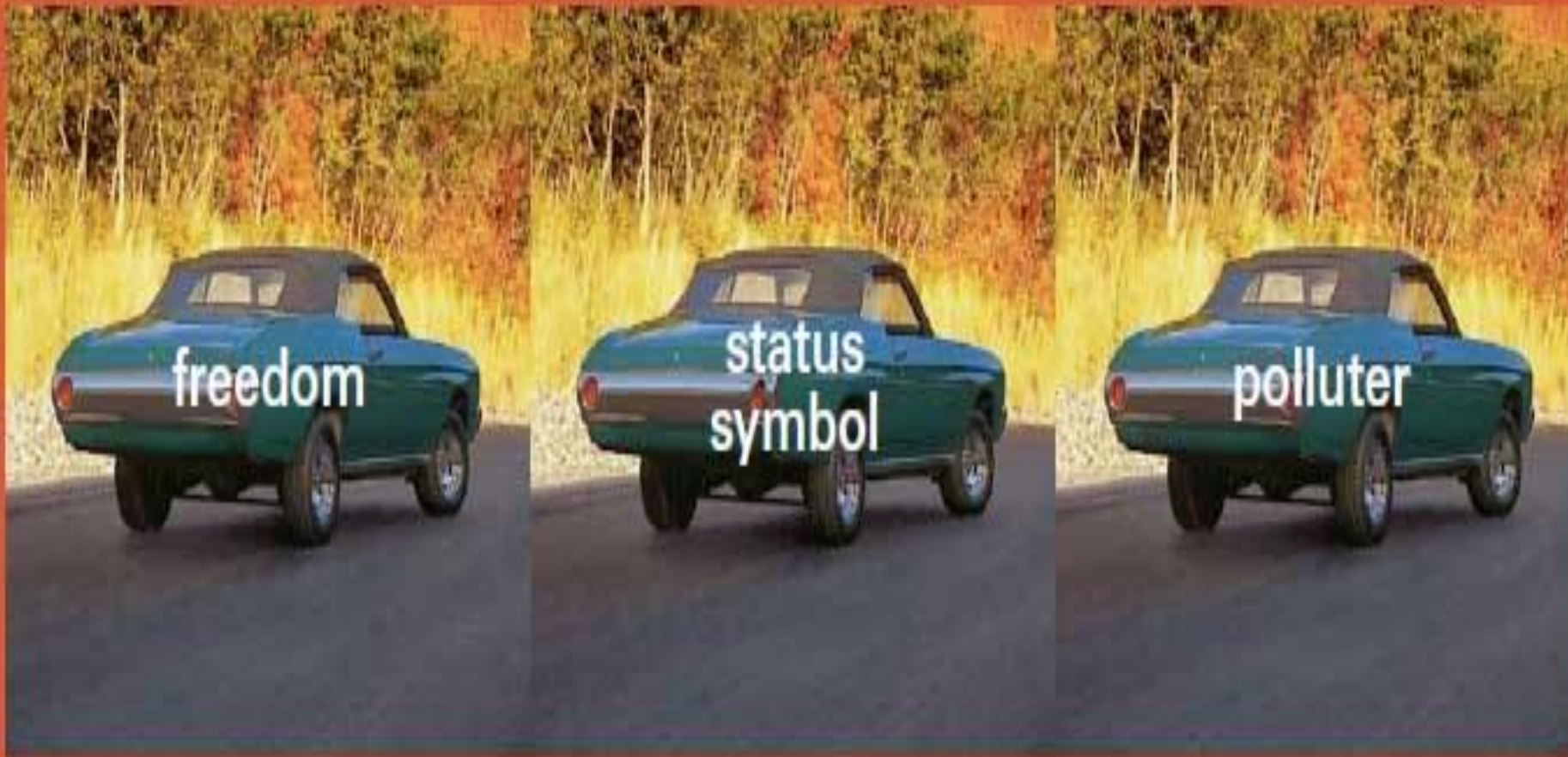


STUDENT PROFILING



**TECHNOLOGY-
CENTRIC EDUCATION**

Culture: Roadmap to value and behavior



The more you look at the world,
the more you recognise
that what one person values
may be different to the next.

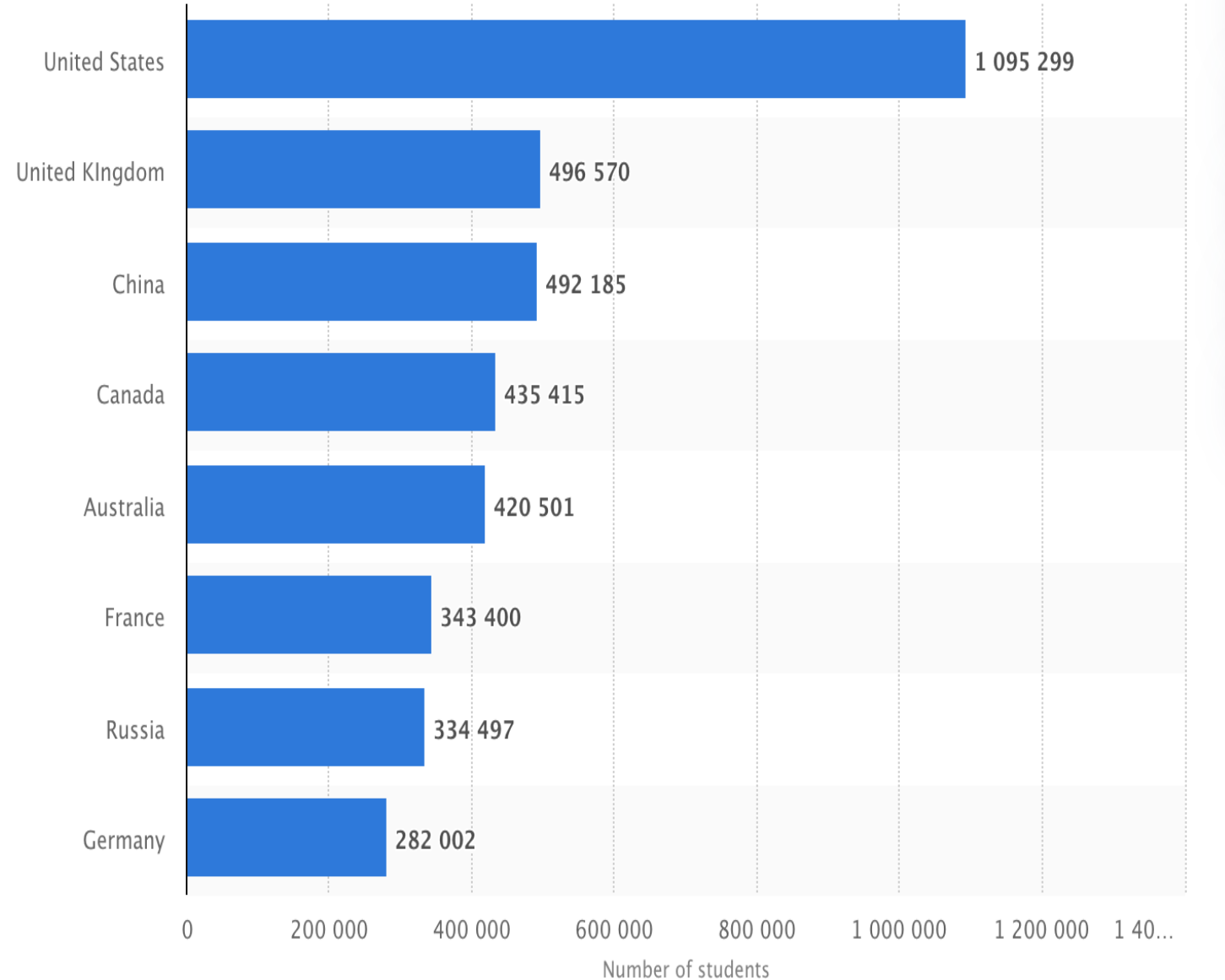
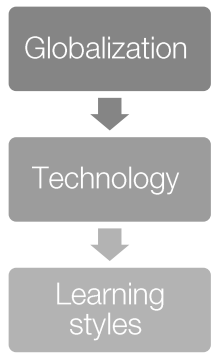
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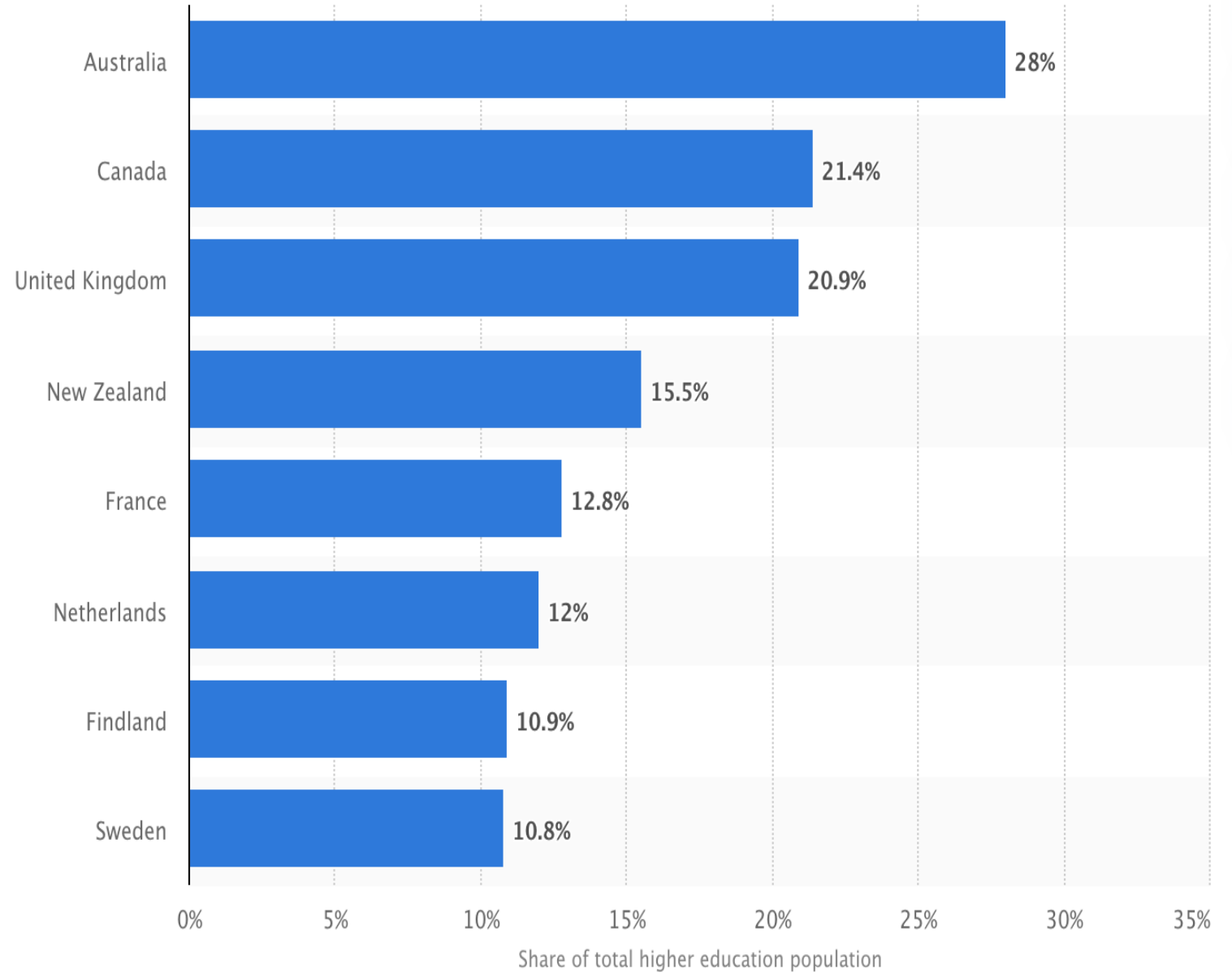
Handshake gone wrong?



Top host destination of international students worldwide in 2019, by number of students



Countries with the largest amount of international students as a share of the total higher education population in 2019



Interaction between
student and faculty

Diverse cultures

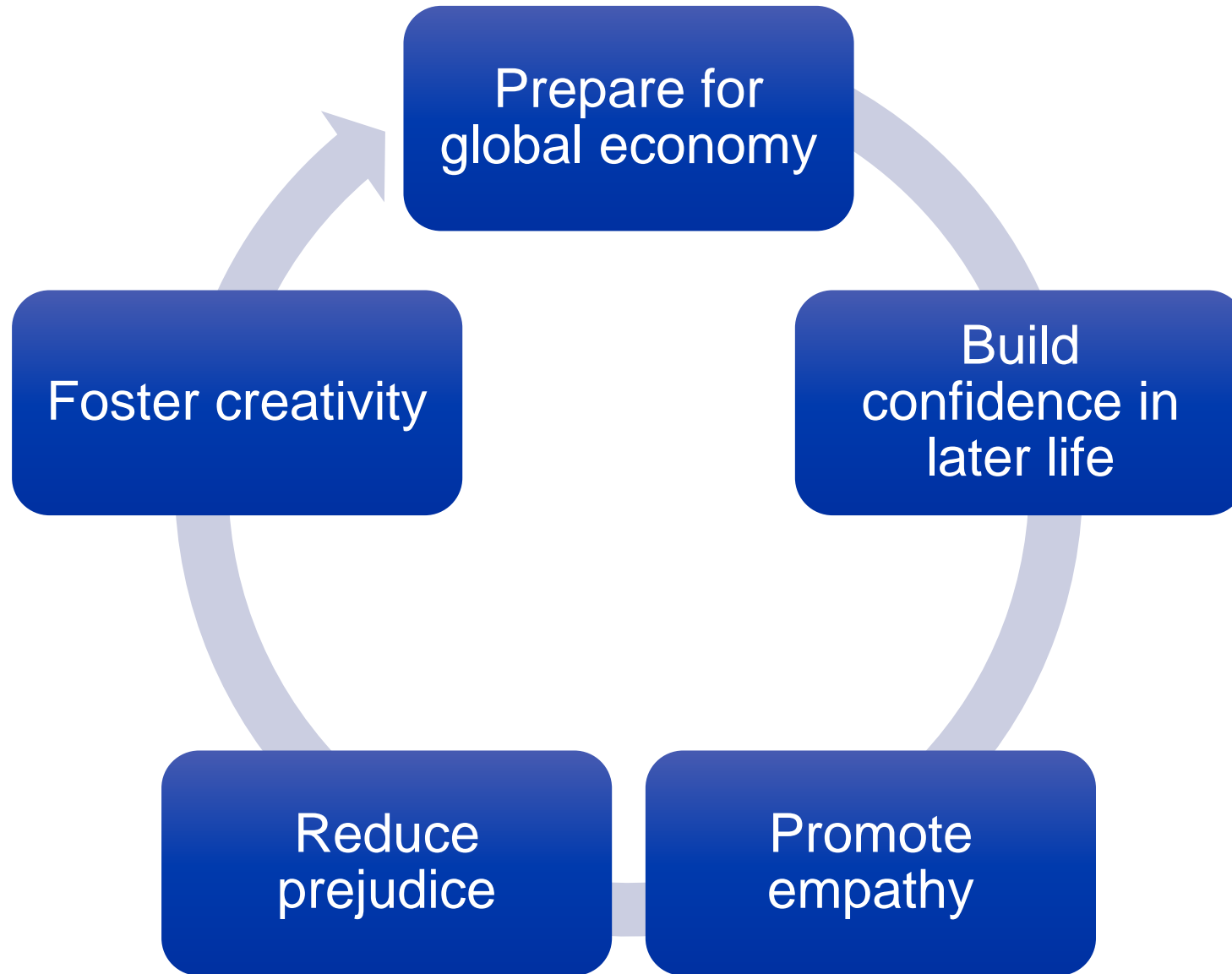
Effective learning
outcomes

Culturally Responsive Training

Figure 1 | Eight Competencies for Culturally Responsive Teaching



NEW AMERICA



Benefits of culturally responsive education



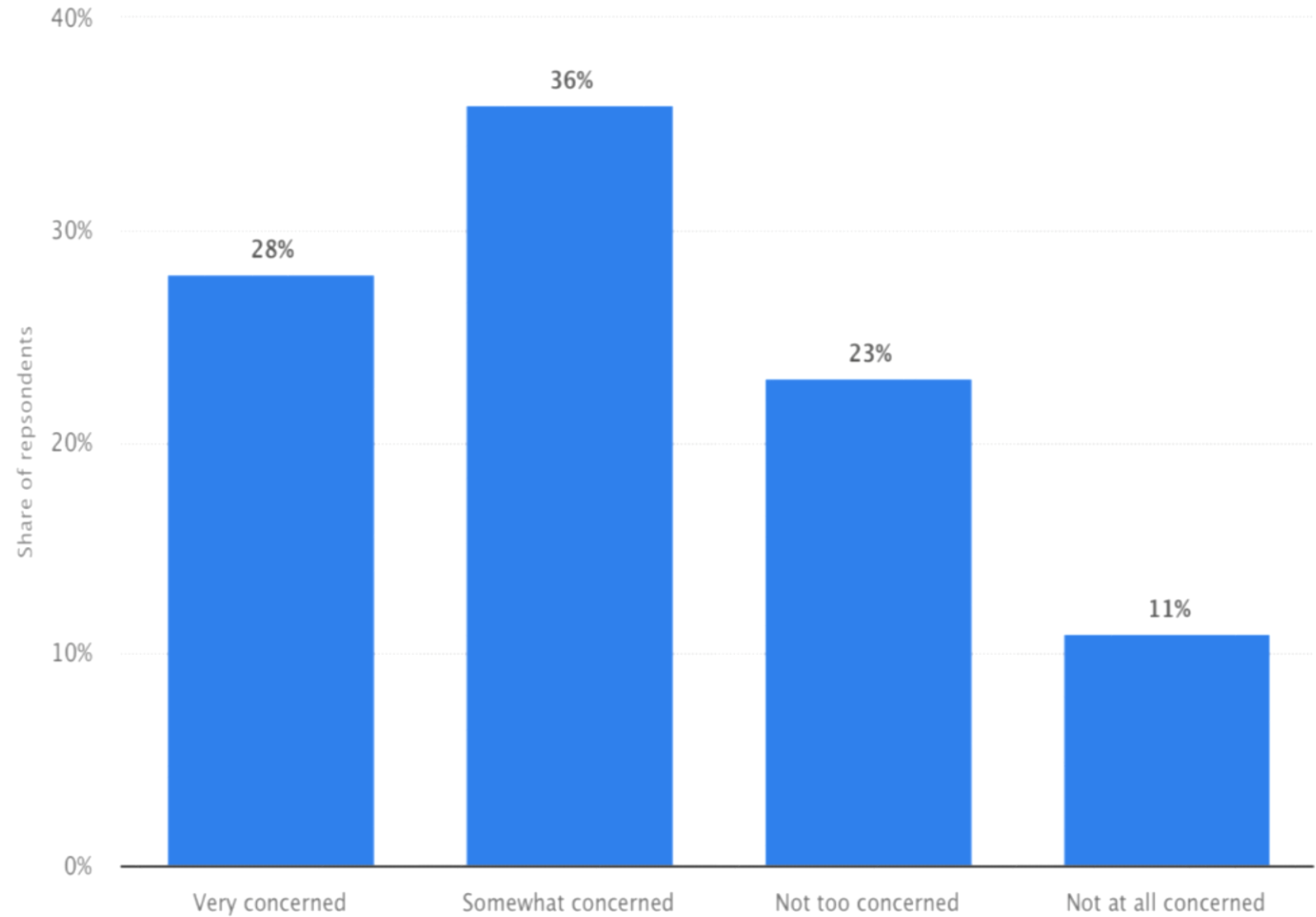
Situation pronounced

According to the Economist Intelligence Unit's publication titled

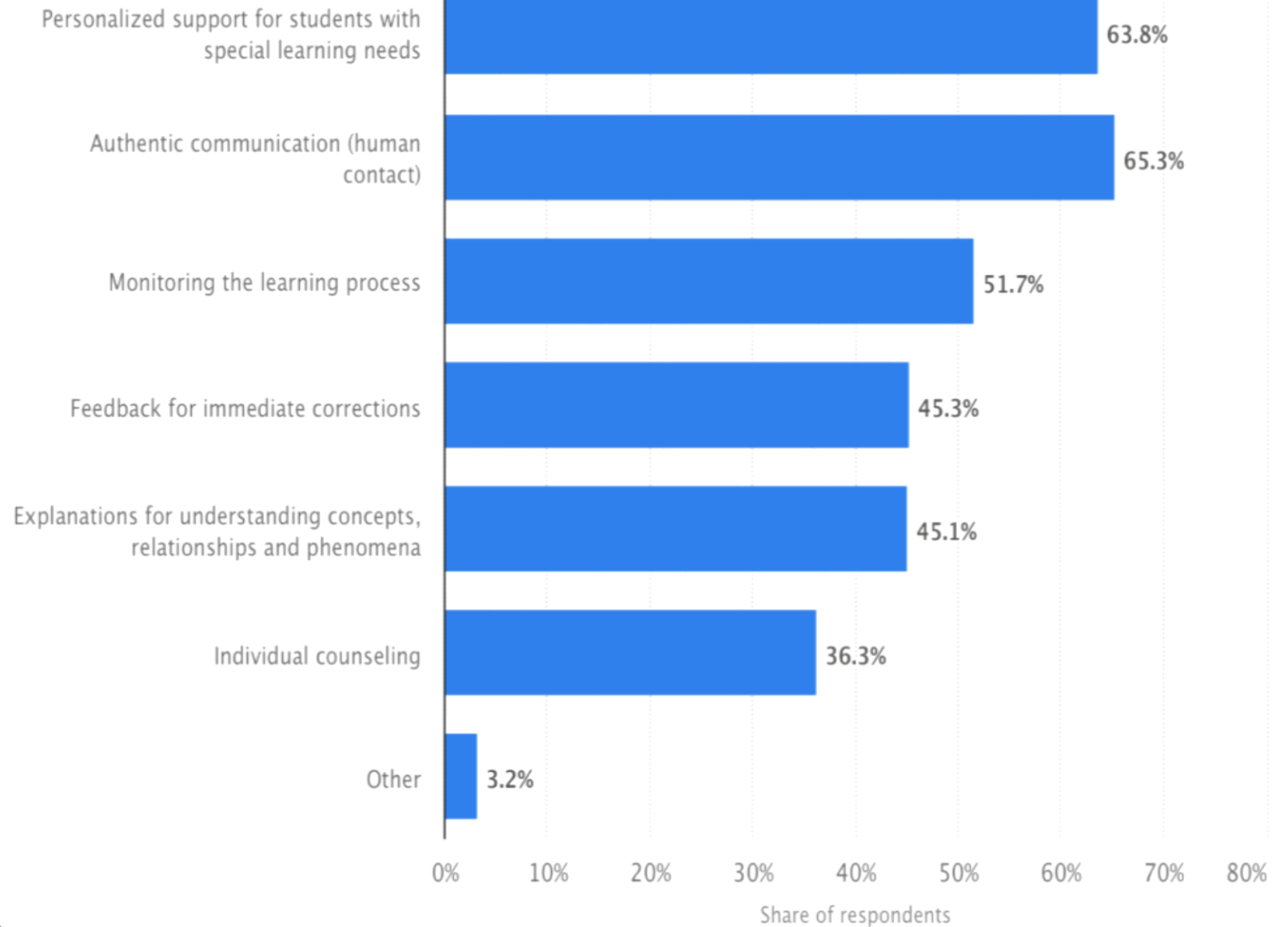
“New Schools of thought: Innovative models in delivering higher education”, the ripple effects of the pandemic are likely to compel the educators to future-proof higher education by largely resorting to online education with the help of technology.

Culturally responsive teaching before COVID-19 and after should focus on keeping students' cultural norms and beliefs in mind and putting time into relating to students who have different life experiences, languages, and values than your own. Being culturally responsive requires a reflection on your own life experiences and how they've impacted your belief systems.

Share of adults who are concerned their children will fall behind in school due to disruptions caused by COVID-19 in 2020, by level of concern



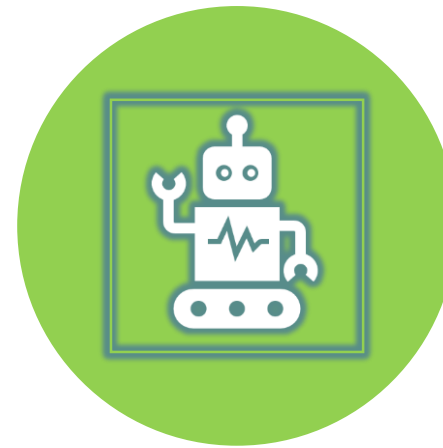
Most important limitations of online education during the coronavirus (COVID-19) pandemic in Romania in 2020



Research proposes - Technology Centric Education



STUDENT PROFILING

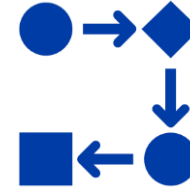


**TECHNOLOGY-
CENTRIC EDUCATION**

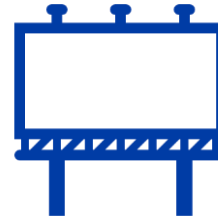
Competency Based Learning



Develop
Competencies



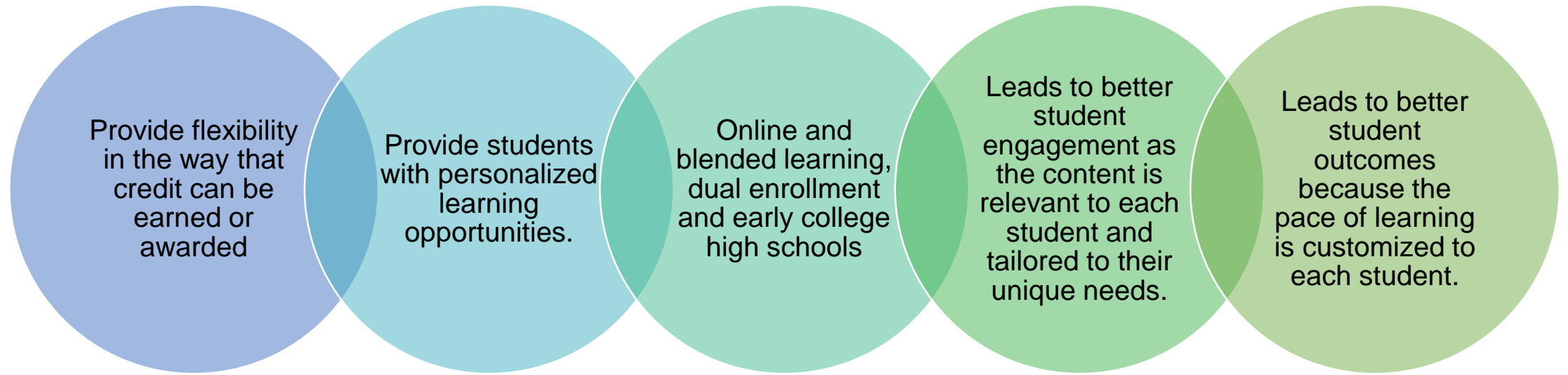
Process



Not product



Mastery of Skills



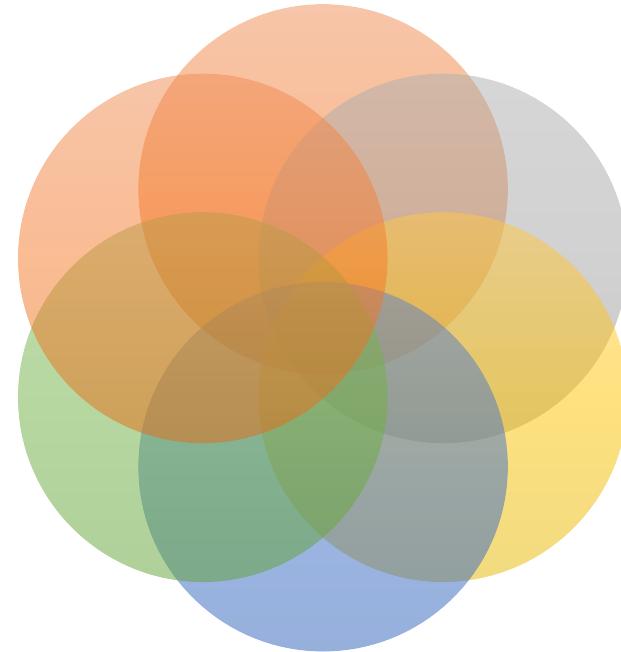
United States Department of Education Competency-based strategies

American Institute for Research- Survey Results

Future of CBE: Most institutions are optimistic about the future of CBE.

Barriers to implementation: Perceived barriers to CBE implementation represent both internal and external factors.

Motivations for adoption: Institutions see CBE as a way to serve nontraditional students and improve workforce readiness.

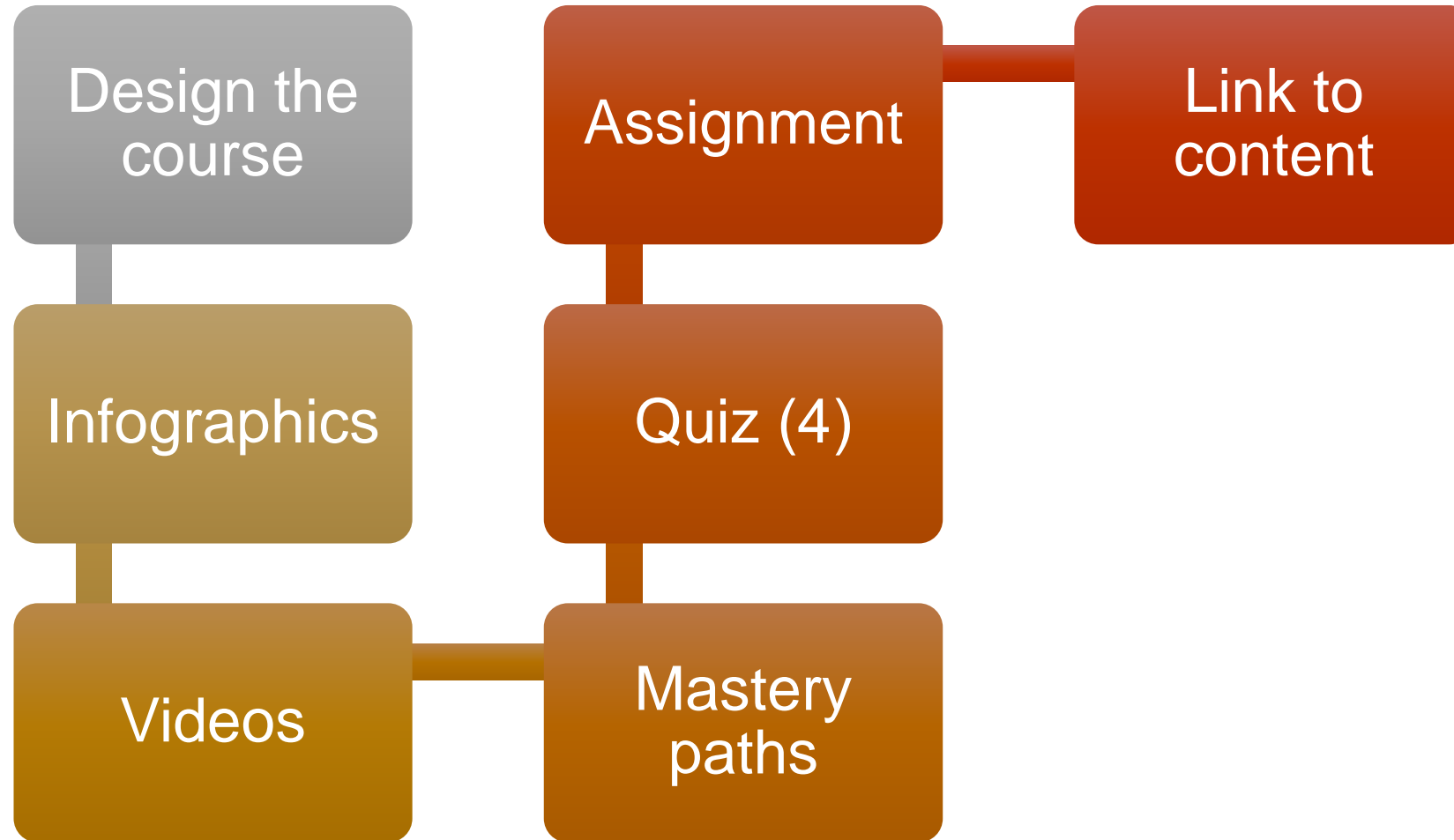


Scope of adoption: Many institutions' adoption activities fall short of full CBE programming.

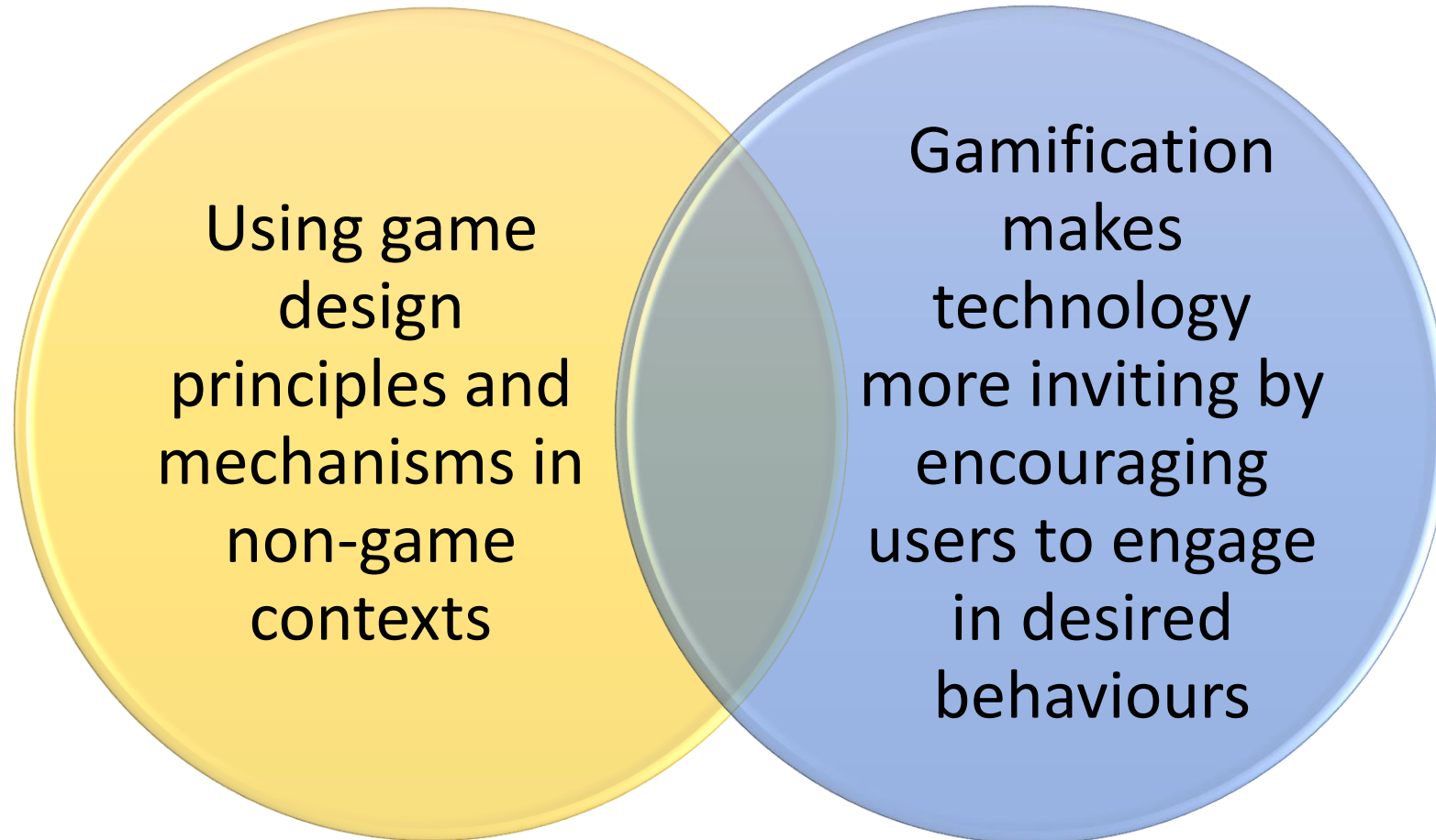
Scale of enrollment: Most CBE programs currently serve relatively small numbers of students.

Faculty role: Faculty are still fulfilling a broad range of roles in active CBE programs.

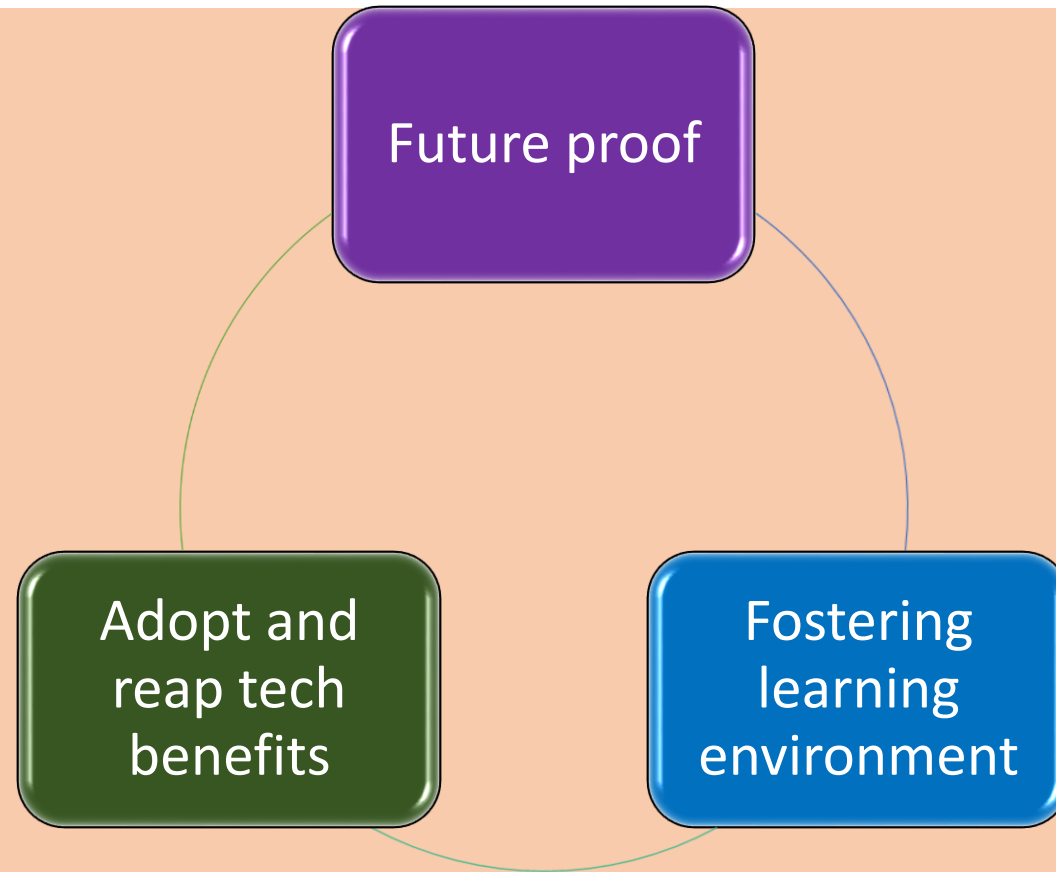
Implementing Competency Based Education



Gamification – Context



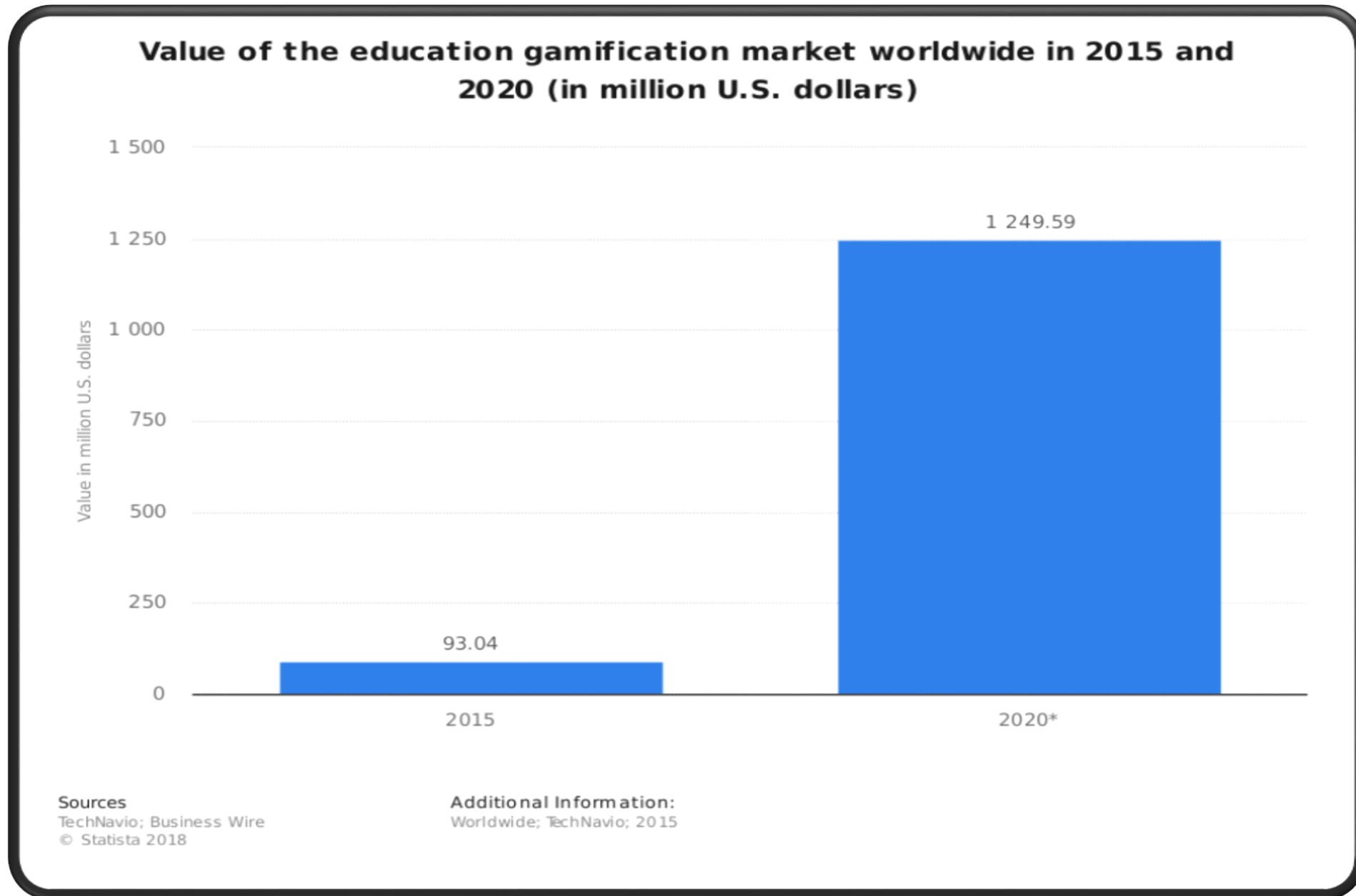
Gamification in Education



Typical Game Design Elements



Education gamification market value worldwide 2015-2020



Gaming in Gamification



Griefers

- Tease
- Reputation



Rule breakers

- Short cuts
- Wrong way



Implementing Gamification



Exploratory case study methodology



Answering 'how'



Discovering ideas



Developing insights

Hypothesis



Ho: There is a positive relationship between Competency based learning and student learning



H1: There is correlation between student motivation and game mechanics

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